NEW STUDENT EMPLOYEE 30-60-90 DAY TRAINING GUIDE

Introduction

The “New Student Employee 30-60-90 day Training Packet” was developed and implemented by multiple cohorts of the “LeadWest Academy”.

This manual is intended to provide a framework for successful onboarding, training, cross-training, developing and retaining new student employees, with templates, suggestions and resources to use.

Throughout the manual you will see explanations and purposes for each topic area. Additionally, suggestions are provided to help you as you engage the student employee and build a path for successful employment with the University of West Georgia.

Upon completion of the 30-60-90 training and development period, the student employee and supervisor will sign off that it has been completed, and then submit the packet to UWG Human Resources to place in the Employee’s file. (hrservices@westga.edu)

Some student employees may work with the same supervisor past this 90-day period. The supervisor should continue to use tools and resources from this guide for the continuation of the student’s employment.
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      UWG Student Supervisor Evaluation

Campus Resources
   Momentum Center
   Academic Transition Programs
   Advising
   Center for Academic Success
   Computer Lab Help
   Financial Aid
   Registrar
   Student Account and Billing Services
   UWG Cares
   Accessibility Services
   College of Art, Culture, and Scientific Inquiry (CACSI)
      Department of Anthropology, Psychology, and Sociology
      Department of Art, History, and Philosophy
      Department of English, Film, Languages, and Performing Arts
      Department of Computing and Mathematics
      Department of Natural Sciences
      Biology
      Chemistry
Geography 33
Geology 33
Physics 33
College of Education 33
  Department of Educational Technology and Foundations 33
  Literacy and Special Education 33
  Department of Sport Management, Wellness, and Physical Education 33
  Counseling, Higher Education, and Speech-Language Pathology 33
  Leadership, Research, and School Improvement 33
  Early Childhood through Secondary Education 33
Richards College of Business 34
  Accounting & Finance 34
  Department of Economics 34
  Management and Management Information Systems (MIS) 34
  Marketing 34
University College 34
  Department of General Education 34
  Center for Interdisciplinary Studies 34
  Department of Student Success 34
  Department of Civic Engagement and Public Service 34
  Civic Impact and Leadership 34
  Department of Multicultural Achievement 35
  University College Dean's Office 35
Tanner Health System School of Nursing 35
Honors College 35
Graduate School 35
UWG Newnan 35
School of Communication, Film, and Media 35
Office of the President 35
Academic Affairs 35
Administrative Services 35
  Campus Planning & Facilities 36
  Emergency Management 36
  Human Resources 36
  Information Technology Services 36
Business and Financial Services 36
Student Affairs & Enrollment Management 36
  Admissions 36
  Career Services 36
Center for Adult Learners and Veterans 36
Center for Student Involvement and Inclusion 36
Counseling Center 36
Enrollment Services Center 37
New Student Programs 37
Health Services 37
Housing and Residence Life 37
International Student Admissions & Programs 37
Office of Community Standards 37
University Recreation 37
University Advancement 37
Academic Testing Center 37
Office of the University Ombuds 37

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Days 1-30 (Month One)

Summary

Days 1-30 consist of the framework students need to be successful in their new position. This is the framework and basics to find the answers and tools needed.

Relevance is what we hope to set up in the first 30 days. We are looking to provide the basic knowledge of their job to benefit the student beyond the traditional classroom. This is more than a “job” and will advance the skills they are learning in the classroom. Look for the connections.

Day 1 Checklist

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Welcome and Introduction</td>
</tr>
<tr>
<td>Review 30-60-90 Training Purpose, Overview, and Structure</td>
</tr>
<tr>
<td>Review UWG Strategic Plan</td>
</tr>
<tr>
<td>Review Divisional / Departmental Structure</td>
</tr>
<tr>
<td>Review Job Description</td>
</tr>
<tr>
<td>Review Campus Resources</td>
</tr>
<tr>
<td>Conduct a tour of the department and share key contacts (add your key contacts to a copy of the above linked Resources document)</td>
</tr>
<tr>
<td>Assist employee with OneLogin account and review computer applications that will be used.</td>
</tr>
</tbody>
</table>
Day 1 Checklist In-Depth

Welcome and Introductions
Welcome the student to your department, and introduce yourself if you haven’t already. Collect the student’s name, student ID, and contact information.

30-60-90 Training Overview
Explain to the student employee that you will be working with them on a frequent basis, and that their training will be guided and assisted by the use of this 30-60-90 day model and its associated materials.

- First 30 Days: Initial training, basics of the job, and important information (e.g., supervisor, job expectations, emergency contacts)
- Days 31 - 60: Building professional and interpersonal skills (e.g., personality types/working with others, setting SMART goals, accomplishing tasks, etc.) - Review progress and discuss areas of success and for improvement.
- Days 61 - 90: Further honing of skills and career development (these principles can be utilized throughout one’s professional life) - Formal review

Strategic Plan Review
It is important that you explain the University Strategic Plan to the Student Assistant early in their training. Likewise, the student assistant will need to know your Division/Unit/Department’s impact on the University Strategic Plan. Explain to the new employee how their work fits into and supports these overarching objectives of the University.

Divisional/Departmental Structure
Give the student an overview of the structure of the university, its divisions and departments, and how to find information. (e.g., The President, Provost, Academic Affairs, Student Services, Business, Facilities, ITS, etc). Some helpful resources for them to browse are:

- [https://www.westga.edu/about-uwg/index.php](https://www.westga.edu/about-uwg/index.php)
- [https://www.westga.edu/directories/departments-and-offices.php](https://www.westga.edu/directories/departments-and-offices.php) (this list can be filtered by division, department, etc)

Explain how the student’s job fits into this structure while providing them with the following information for them to write in (this is to help reinforce their learning about how the University works).

Department:
Job:
Review Job Description

Send the employee a copy of their job description and review it with them. Ask if they have any questions.

Campus Resources

Balancing work, academics and leisure can often be very challenging for student assistants. The support their supervisor provides has a tremendous impact on the student's overall success. There are many campus resources available to assist students, such as Counseling, Tutoring, Mentoring, Health Services, etc. Be sure to mention the Momentum Center and UWGCares specifically but allow the student to review others at a later time.

Conduct Tour

Give the employee a tour of your area and any “sister” departments on campus that require close collaboration from the student. Provide them with a list of key personnel they'll be interfacing with (email, spreadsheet, etc). Include locations of restrooms, kitchen/break area, copier, supply area, emergency exits, conference rooms, etc.

OneLogin/Computer Applications

Job aid for OneLogin can be reviewed or be sent to student. If access is needed for other applications, email ITS service desk at: servicedesk@westga.edu or call 678-839-6587. Common computer applications:

- GSuite (Gmail, Google Meet, Chat, etc)
- Adobe Suite / Creative Cloud
- Microsoft Office applications
# Week 1 Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Ensure employee has an <strong>ID card</strong>, <strong>alarm code</strong> and <strong>keys/access</strong> to SAM box keys if needed to access work location.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ensure employee can log into <strong>DevelopWest</strong> and complete WorkWest compliance training. Employee should complete WorkWest compliance training within the first 30 days of employment.</td>
</tr>
<tr>
<td></td>
<td>Discuss specific performance evaluation process and the frequency of reviews. Establish dates for check ins. (60 days, 90 days, etc).</td>
</tr>
<tr>
<td></td>
<td>Explain work hours, shift start and end time, lunch, overtime procedure (if applicable), and the importance of correctly recording and submitting time worked and absence requests in <strong>OneUSG</strong>.</td>
</tr>
<tr>
<td></td>
<td>Conduct or assign job-specific training (driver training, equipment, hardware/software, <strong>Policies/Procedures</strong>, DevelopWest modules).</td>
</tr>
</tbody>
</table>
Week 1 Checklist In-Depth

Access

Access Control, UPD, and WolfCard office can assist with student employee access, ID and alarm codes.

DevelopWest

Information about DevelopWest can be found on the website. Login is the same as the employee’s computer login. Often, students will be given a separate work account for email, but their real student logins should be used for DevelopWest and OneUSG.

Evaluation Process

Check in at 60 days and at 90 days. Forms are in Appendix and linked for convenience. The supervisor and the student both have forms to fill out.

Shift/Work Hours

Let student know their expected hours, expected lunch time allotted, overtime procedure, and how to submit time in OneUSG. Also note your expectations around notifications of absence, lateness, leaving for appointments, etc. Some students have never worked before and will need clear explanations of expectations around work time and what is expected of them.

Job-Specific Training

The student’s specific job responsibilities will vary, but below are some items to consider when planning their training:

- **DevelopWest** Training: Compliance, Safety (UWG and job-specific), Customer Service, PeopleSoft Financials. Explain the importance of general compliance courses to help employees be aware of standards of behavior, campus expectations, and rules.
- **Safety Training:** The university is large and includes many pieces of equipment and situations that could be dangerous. It is imperative that the new Student Employee is trained to work safely in their department or operation. The supervisor should go through the checklist below and explain each item as it applies to the new Student Employee’s work area. Some items in the list below may not apply, such as a Hazardous Materials Emergency Shut-offs, so each supervisor should make note of which areas pertain or do not pertain to their area and substitute modules that are needed. In the DevelopWest Courses section, please list the courses student employees need to complete in your area. Please list the areas you discussed with your student employee in the comments section.
  - Proper Attire
● Lifting and Lowering
● Slips and Falls
● Equipment
● Hazardous Materials/Emergency Shut-offs
● Vehicle Safety: If a student is required to drive for their job duties (personal car for university business, university vehicle or golf cart), they need to ensure they’re on the qualified drivers list. If they’re considered a *routine* driver (less common), they need to have an MVR pulled by HR. They can contact HR at hrservices@westga.edu to begin this process. They will also need to take the driver training module(s) in DevelopWest.
● **Emergency Procedures** (such as Inclement Weather): Suggest that they download LiveSafe App.
● DevelopWest Courses:
  
  ● Teamwork: In each workplace setting, students will work in a team with other student employees and their supervisors. As a supervisor, it is important to review your expectations regarding teamwork and handling conflict, including role modeling effective ways to conflict resolution. Please make sure you review your expectations in the following sections below regarding teamwork in your specific department/area and indicate the DevelopWest courses that need to be completed by the student employee. In the comments section, please make any notes regarding the topics covered with the student employee.
  
  ○ Importance of Teamwork
  ○ What Working in a Team Means
  ○ Resolving Conflict in a Team
  ○ Conflict Between Team Members
  ○ Common Approaches to Conflict Resolution
  ○ Develop West Courses:

  ● Customer Service: As University of West Georgia employees, we are all tasked with delivering the highest level of customer service and hospitality. As a supervisor, It is your job to lead by example and be a model of behavior for your subordinates to emulate when interacting with co-workers, university stakeholders and external stakeholders. Understanding these principles and their importance are integral to grapes within the first
30 days of becoming a supervisor. It is important to not only be an example, but to explain the distinctiveness of being a representative of the university and ensuring the customer service provided to prospective students, current students, co-workers and external stakeholders is always of the utmost professionalism. Giving examples of how to provide excellent customer service and hospitality would be ideal so they could be applied to real world situations. Also, giving resources like developwest videos and youtube videos can serve as a great resource.

- Why is Customer Service Important?
- How to Have Great Customer Service
- Valuable Customer Service Skills
- DevelopWest Courses
- YouTube Videos

- There is an annual compliance suite of modules (e.g., Title IX, Vehicle Safety, etc.) that all employees must complete. There will be official emails about these compliance modules and any job-specific modules that may be required.

- OneUSG Connect (timesheets, absence requests, etc). Note that often, students will be given a separate work account for email, but their real student logins should be used for DevelopWest and OneUSG.

- Job Specific Software

- Email and email etiquette: This varies depending on the culture of one’s unit but may include such things as; being sure to use a descriptive subject line, appropriate greeting, and sign-off, the distinction between texting (less formal) and email (more formal) and including a University-approved email footer.

- Workplace etiquette: For example, appropriate dress; formal vs. informal communication and which and when to use when communicating with other employees, supervisors, students and those to whom you provide services.

- TAIDET - customer service methodology; applicable to any conversation
  - Tone (courteous and friendly)
  - Acknowledgement (acknowledge reason for contact)
  - Introduction (be sure to identify yourself)
  - Duration (be mindful of other person’s time)
  - Explanation (describe intended response to question and timeframe)
  - Thanking (thank person for reaching out)

- Connect to printer/copier/scanner
- Google Drive (shared and folders) access
- Database access
- Phone system and voicemail setup
- Policies/Procedures examples:
  - Method of reporting absences and tardiness/Scheduling time off: Main person to contact, backup contact, amount of notification required, any formal requirements your unit may have, etc.
  - Inclement weather practices
  - Departmental dress code
- Computer use policies
- Telephone and cell phone use policies
- Email signature requirement
- Holidays
- Confidentiality/HIPAA/FERPA: A student worker should be aware of FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability) and what they require by law. They should also be advised to exercise caution so that they don’t accidentally share information about other people that may potentially be sensitive or covered by the law.
- Performance and conduct
- Visitors
- Job safety
- Emergency procedures: Emergency Contacts (names, phone numbers, departments). You may also want to discuss different types of emergencies; for example, weather (e.g., tornados), accidental injury or sudden illness, threatening situations, etc.
- Recycling program
- Conference room usage
- Available parking lots

- Campus Resources (reminder/re-share the resources document with them)
Week 4 Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Informal evaluation of student employee / review of job description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begin thinking of some goals for Month Two</td>
</tr>
</tbody>
</table>

Week 4 Checklist In-Depth

Informal Review/Feedback

While it is a good idea to give performance feedback as often as possible, at the end of the first 30 days the Supervisor should give tips and coaching guidance that includes:

- Feedback should be encouraging and constructive. Remember to show appreciation for good performance. Discuss how progress is tracked and offer suggestions and resources if needed in preparation for formal 60 day review.
- Review of the student employee’s job description. This is to remind the employee of the main objective for their position.
- Ask for employee feedback on how their first few weeks went. What did they enjoy the most/least?
- Discuss any tasks that may be added or removed in the next 30 days.
- Try to give your employee more responsibilities that will boost their resume in their field. All jobs can have transferable skills. Help the employee see how they can apply these skills in the future.
- Expectations:
  - What expectations does the employee have now that they have had a chance to learn the job?
  - Does the supervisor have any new expectations of the employee for the next 30 days?
- Discuss future performance goals and objectives. What is the student learning in class that they can apply here at work?
- Find out what motivates the employee to increase chances of retaining the employee.
- Training plans for the next 30 days.
  - What training does the employee feel they need more time on?
  - If new tasks are being introduced, assign or schedule associated training.
- What should be changed about the position? Ask for the employee’s perspective.
Optional Form:
If the supervisor prefers to have a more formal 30 day review, the below form can be used.

Feedback - First 30-day Training Results

When possible, feedback should be encouraging and constructive. Remember to show appreciation for good performance. Discuss how progress is tracked and offer suggestions and resources if needed.

General Feedback:

Quality:

Productivity:

Strengths:

Goals and attainment plan:

Opportunities for Improvement & Follow-up Training Plan:

Student Employee Signature & Date:______________________________

Supervisor Signature & Date:_______________________________
Days 31-60 (Month Two) Student Employee Training

Summary

Days 31-60 consist of training on goals, SMART goals, personality assessments and review of goals/actions that were completed during the first 30 days.

Placemaking is a major focus for this period. We want to engage the student and draw out a sense of belonging by developing a deeper understanding of themselves. We have a chance to make them feel welcome and unique beyond the basic tasks of the job itself.

Week 5 Checklist

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss goal Setting (what &amp; why)</td>
</tr>
<tr>
<td>Student sets a SMART goal for next 30 days</td>
</tr>
</tbody>
</table>

Week 5 Checklist In Depth - Goal Setting

Have the employee brainstorm some potential goals for the employee’s next month or two. These can be academic, work related, and personal goals. During Week 5, you and the employee will meet to turn these goals into SMART goals.

Discuss the importance of GOAL setting

1. **Why do we have goals?**
   - They give us clarity of what is to be accomplished - focus

2. **What do they tell us?**
   - They narrow the scope of what could be a daunting nebulous task into pieces we can understand and accomplish
   - They reinforce our efforts by providing feedback with measurable outcomes
- They define who is responsible
- They give a sense of urgency and prioritization
- They differentiate between the “dream” and the “doable”

<table>
<thead>
<tr>
<th>The components of a SMART Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
</tr>
<tr>
<td>Who is doing this?</td>
</tr>
<tr>
<td>What is it you want accomplished?</td>
</tr>
<tr>
<td>Where?</td>
</tr>
<tr>
<td>When does it need to be done?</td>
</tr>
<tr>
<td>Why? It helps people be engaged and focused</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
</tr>
<tr>
<td>What does success look like?</td>
</tr>
<tr>
<td>How are we measuring we got there?</td>
</tr>
<tr>
<td>May include a time component and a deliverable</td>
</tr>
<tr>
<td><strong>Achievable/Attainable/Actionable</strong></td>
</tr>
<tr>
<td>It can be a stretch goal, but it can’t be a vision that is never accomplishable</td>
</tr>
<tr>
<td>It’s a goal – not a vision statement</td>
</tr>
<tr>
<td>Do you have the authority or ability to influence those with the authority to make it happen?</td>
</tr>
<tr>
<td><strong>Relevant/Realistic</strong></td>
</tr>
<tr>
<td>It needs to tie in with the overall strategic goals</td>
</tr>
<tr>
<td>Some acronyms use realistic instead of relevant</td>
</tr>
<tr>
<td><strong>Time-Bound</strong></td>
</tr>
<tr>
<td>It needs to have time parameters</td>
</tr>
<tr>
<td>Realistic amount of time to accomplish the task</td>
</tr>
<tr>
<td>Must have a closure period to measure to assess progress</td>
</tr>
</tbody>
</table>

1. **What is an example of a goal?**
   SMART goal examples
   a. SA in Human Resources: To digitize two drawers of paper I-9 documents in the next 30 days.
   b. SA in Warehouse Logistics: During your 31st to 60th day of employment you should be able to inbound and deliver, without help, 90% of all items received using the handheld device and Trackpad software.
   c. SA in eCore Help Desk: Continue to ensure high quality of tickets in and out of the Help Desk by reading through tickets and approving ticket drafts within 5 minutes of being submitted, culminating in an average user-satisfaction survey of at least 9.9 each month.
   d. SA in Catering: On your 31st-60th day of employment, you will complete a catering order from and pack the cart with all the supplies and equipment for the event.
   e. **Student Practice Exercise**

2. **Set a SMART Goal**
• Develop a reachable goal for the next 30 days add student name and supervisor email to form fields
• Discuss how to break the goal down into steps
• This goal will be reviewed at the end of the 30 days

**Week 6 Checklist**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Provide Personality Assessment</td>
</tr>
<tr>
<td>Parallel goal and personality results</td>
</tr>
</tbody>
</table>

**Week 6 Checklist In Depth - Team Player Dynamics**

1. Have the student take the following assessment
2. Talk over the GOAL with personality results
   a. Color Personality - 5-10 min test
   b. If it applies use the personality results to understand how other team members relate to this employee and vice versa

**Week 7 Checklist**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Review SMART goal progress, plan for the next SMART goal</td>
</tr>
</tbody>
</table>

**Week 7 Checklist In Depth - Goal Tracking**

1. Review first goal in progress thus far. If necessary, break it down further into steps for the next 2 weeks.
2. Begin thinking about a second goal to be completed next week.

**Week 8 Checklist**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Review SMART goals</td>
</tr>
<tr>
<td>Guide in setting 2nd set of short term goals to complete by Day 90</td>
</tr>
<tr>
<td>Informal evaluation of student employee</td>
</tr>
</tbody>
</table>

Week 8 Checklist In Depth - 2nd Goal Setting and Feedback

1. Evaluate 1st set of goals
   - Created at the end of the first 30 days, completed at the end of 60 days (Were they reached?) - find and add form

2. Setting 2nd set of short term goals, complete at the end of 90 days (end of training program)
   - Reach further for more lofty goals
   - Develop a reachable goal for the next 30 days

3. Survey/Feedback (see below)

Informal Review/Feedback

While it is a good idea to give performance feedback as often as possible, at the end of the first 60 days the Supervisor should give tips and coaching guidance that includes:

- Feedback should be encouraging and constructive. Remember to show appreciation for good performance. Discuss how progress is tracked and offer suggestions and resources if needed in preparation for formal 60 day review.
- First goal review. Is it done? Why or why not? What could be done differently for the next goal?
- Review of the student employee's job description. This is to remind the employee of the main objective for their position.
- Ask for employee feedback on how their first few weeks went. What did they enjoy the most/least?
- Discuss any tasks that may be added or removed in the next 30 days.
- Try to give your employee more responsibilities that will boost their resume in their field. All jobs can have transferable skills. Help the employee see how they can apply these skills in the future.
- Expectations:
  - What expectations does the employee have now that they have had a chance to learn the job?
  - Does the supervisor have any new expectations of the employee for the next 30 days?
- Discuss future performance goals and objectives. What is the student learning in class that they can apply here at work?
- Find out what motivates the employee to increase chances of retaining the employee.
● Training plans for the next 30 days.
  ○ What training does the employee feel they need more time on?
  ○ If new tasks are being introduced, assign or schedule associated training.
● What should be changed about the position? Ask for the employee’s perspective.

Optional Form:
If the supervisor prefers to have a more formal 30 day review, the below form can be used.

Feedback - First 60-day Training Results
When possible, feedback should be encouraging and constructive. Remember to Show appreciation for good performance. Discuss how progress is tracked and offer suggestions and resources if needed.

General Feedback:

Quality:

Productivity:

Strengths:

Goals and attainment plan:

Opportunities for Improvement & Follow-up Training Plan:

Student Employee Signature & Date:______________________________________

Supervisor Signature & Date:______________________________________
UWG Student Supervisor Evaluation

We are committed to providing students with the best training experience possible, so we welcome our students’ comments. Please fill out this questionnaire with open and honest feedback. Thank you.

PLEASE RATE THE QUALITY OF THE TRAINING YOU HAVE RECEIVED THUS FAR.
Disappointing ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Exceptional

WAS THE INFORMATION PRESENTED IN A WAY THAT MADE IT EASY FOR YOU TO RETAIN?
Disappointing ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Exceptional

I KNOW WHO TO CONTACT FOR QUESTIONS ABOUT MY JOB DUTIES?
Relevant? ☐ Yes | ☐ No
Informative? ☐ Yes | ☐ No
Efficient? ☐ Yes | ☐ No

I HAVE A THOROUGH UNDERSTANDING OF WHAT IS EXPECTED OF ME IN MY ROLE
Disappointing ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Exceptional

I FEEL LIKE I HAVE ALL THE TOOLS AND RESOURCES TO PERFORM MY JOB SUCCESSFULLY
Disappointing ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Exceptional

I HAVE A THOROUGH UNDERSTANDING OF HOW AND WHEN TO USE VERBAL AND NONVERBAL COMMUNICATION
Disappointing ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Exceptional

HAVE YOU FOUND A MENTOR IN YOUR DEPARTMENT? HOW HAS THEIR MENTORSHIP AFFECTED YOUR WORK?
Disappointing ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Exceptional
HOW MUCH DO YOU FEEL YOU HAVE GROWN AS A RESULT OF THESE (90 DAYS OF TRAINING)?
Disappointing □ 1 □ 2 □ 3 □ 4 □ 5 Exceptional

DO YOU FEEL THE TRAINING YOU RECEIVED WAS INFORMATIVE?
□ Yes | □ No

DO YOU FEEL VALUED AT WORK?
□ Yes | □ No
WHY OR WHY NOT?

WHAT’S ONE THING WE COULD HAVE DONE DIFFERENTLY TO IMPROVE YOUR TRAINING EXPERIENCE IN THESE LAST 30 DAYS OF TRAINING?

WHAT IS THE BIGGEST CHALLENGE YOU’VE FACED SO FAR?

IS THERE ANYTHING YOU WISH YOU HAD BEEN TOLD?

Please share any additional comments or suggestions.
Days 61-90 (Month Three) Student Employee Training

Summary:

Days 61-90 consist of training on communication, business and emotional intelligence.

Competitiveness is key to this period of time. We want student employees to be great not just in their current role but when they transition to the next phase. We have a chance to engage and give experiences that will allow them to stand out to future employers. We also want to build the emotional side of their wellness framework for a happier and more productive future.

Week 9 Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss mentors and the importance of having a mentor</td>
<td></td>
</tr>
<tr>
<td>Tailor the student experience</td>
<td></td>
</tr>
</tbody>
</table>

Week 9 Checklist In Depth

Mentors and Growth

1. Mentor
   - Help your Student Employee understand the importance of a mentor and how to get a mentor.
     - Use the link to access more information about mentors and tips for selecting one.
     - Students can utilize the Alumni Mentor Program to find an alumni mentor.

2. Student Employee Advancement
   - In many of the student jobs on campus there is room for growth and professional development. Some departments have student leads who are responsible for the supervision of other student workers, others have higher technical positions which allow for upward mobility of pay and skill set knowledge.
   - Identify student workers who are in a position that you may be interested in and ask them if you could shadow them for a day to better understand what their job tasks are. While doing this talk with them about the knowledge, skills, and training they needed to get that promotion. Also, talk to them about training which may have better prepared
them to do their job. A successful leader learns from the knowledge gaps of others so that they do not have to make the same mistakes.

○ Talk to your direct supervisor about taking on more responsibility and leadership roles. While this may start out small, like responsibility for a minor project, as confidence in your leadership, and abilities, grows, so will the amount of responsibility you have.

○ Do a “deep dive” into training within your employment area. Research professional organizations and the certifications and training they offer. Many of these professional organizations offer student memberships and have professionals willing to help you further your opportunities. Once you have a list of trainings do the following:
  ■ Organize them from shortest to longest to complete.
  ■ Next place the free, or cheaper, ones are the top.
  ■ The list should be in order of shortest and cheapest training at the top and longest and most expensive at the bottom of the list.
  ■ Talk to your supervisor to see if you can begin to take anytime during the week to work on professional development. Even if it is an hour, this will assist with your training goals.

○ Write a roadmap, with estimated dates, of how you can get from your current position to the one you desire.

Tailoring the Student Experience Guide

Use this guide to help tailor the student’s experience.

1. What field is the student worker receiving their degree in?
2. What are their current career goals or plans once they graduate?
3. What is their current role within the department?
4. What are tasks, or jobs, within the department, or current role, which could begin to align with their future goals?
5. Are there training opportunities internally or externally that would benefit them?
6. How many hours a week can their schedule be adjusted to allow for this training time?
7. Are there professional organizations, or on-campus groups, which could assist them with their career development?
8. Is there a person or department on campus who is within their desired field and who would be willing to assist them with developing a career roadmap?

**Week 10 Checklist**

| Date | Review verbal and nonverbal communication skills |

**Week 10 In-Depth - Verbal and Nonverbal Communication**

Review the following subjects and see how far the student has come

- **Non-Verbal Communication**
  - Use the 7% rule
    - People only remember about 7% of what you say, but they remember 93% of how you made them feel through your tone of voice and body language
  - Body Language
    - Be mindful of what you do during communication
    - Make eye-contact
    - Smile
    - Be relaxed - avoid arm crossing
    - Be attentive and have a seat if necessary and engage in active listening
  - Tone
    - Be mindful of the tone of your voice
    - Record yourself speaking to a friend or family member and listen to your tone
    - Think about the message you are sending when you speak with the tone of voice you use
    - Use a softer voice to not sound aggressive
    - Smile when you speak!

- **Communicating**
  - SBAR Communication Technique
    - S - Situation
      - Provide a brief description of the situation. Be concise and succinct.
    - B - Background
      - Give pertinent history of the situation. Ask if the receiver of the information is familiar with the topic.
    - A - Assessment
      - Summarize the facts of the situation.
      - Be specific.
- **R - Recommendation**
  - What are you recommending (asking for)?
  - What needs to happen next?

- **Phone - TAIDET**
  - Be aware of your tone
  - Be sure to introduce yourself on the phone and be clear in what your needs are
  - If taking a message, be sure to take the other's full name, department, and a callback number
  - Be respectful of time

- **Email**
  - When sending an email, keep it brief
  - Watch tone - would you say in person what you are writing?
  - Use appropriate signature at the bottom of your email
  - Respond to questions in a timely manner

- **Person-to-Person**
  - Use active listening
    - Be silent - listen to what the other person is saying without interrupting and without thinking ahead of what you will say - be in the moment
    - Make eye contact
    - Avoid defensive responses - this will lead to conflict
Week 11 Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Review professional and business etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review customer service skills, teamwork and conflict resolution</td>
</tr>
</tbody>
</table>

Week 11 In Depth - Professional and Business Etiquette

- Professional & Business Etiquette
  - Interpersonal Relationships
  - Addressing Leadership
    - Follow the chain of command
    - Ask open-ended questions
    - Seek feedback and ask for clarity
    - Use appropriate salutations
  - Small Talk
    - Be aware of inappropriate conversations in the workplace
    - Avoid sharing personal information at work
    - Notify leadership should a conversation ever make you feel uncomfortable
  - Code-Switching
    - Be aware of the language and tone you use in your personal life compared to the language and tone you use in the work environment

- Business Etiquette
  - Social Behavior
  - Image and University vs. Department Expectations

- Customer Service
  - Good customer service skills
  - How can you continue to improve on your customer service

- Teamwork
  - What working as a team means

- Conflict Resolution
  - Protocols for Peers, Supervisors, and Customers
Week 12 Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Final formal student employee evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final evaluation of supervisor by student</td>
</tr>
<tr>
<td></td>
<td>Award student employee 30-60-90 Wolf Pack Training Certificate of Completion</td>
</tr>
</tbody>
</table>

Week 12 In Depth

Award student employee their certificate of completion  
30-60-90 Wolf Pack Training Certificate of Completion

Fill out the formal Evaluation for the student employee. You will receive an email with your answers after you submit the Google Form.  
Student Employee Evaluation Form: https://forms.gle/ibvoSF7MTE8GVJk58

UWG Student Supervisor Evaluation

We are committed to providing students with the best training experience possible, so we welcome our students’ comments. Please fill out this questionnaire with open and honest feedback. Thank you.

PLEASE RATE THE QUALITY OF THE TRAINING YOU HAVE RECEIVED THUS FAR.
Disappointing □ 1 □ 2 □ 3 □ 4 □ 5 Exceptional

WAS THE INFORMATION PRESENTED IN A WAY THAT MADE IT EASY FOR YOU TO RETAIN?
Disappointing □ 1 □ 2 □ 3 □ 4 □ 5 Exceptional

I KNOW WHO TO CONTACT FOR QUESTIONS ABOUT MY JOB DUTIES?
Relevant? □ Yes | □ No
Informative? □ Yes | □ No
Efficient? □ Yes | □ No
I HAVE A THOROUGH UNDERSTANDING OF WHAT IS EXPECTED OF ME IN MY ROLE
Disappointing □ 1 □ 2 □ 3 □ 4 □ 5 Exceptional

I FEEL LIKE I HAVE ALL THE TOOLS AND RESOURCES TO PERFORM MY JOB SUCCESSFULLY
Disappointing □ 1 □ 2 □ 3 □ 4 □ 5 Exceptional

I HAVE A THOROUGH UNDERSTANDING OF HOW AND WHEN TO USE VERBAL AND NONVERBAL COMMUNICATION
Disappointing □ 1 □ 2 □ 3 □ 4 □ 5 Exceptional

HAVE YOU FOUND A MENTOR IN YOUR DEPARTMENT? HOW HAS THEIR MENTORSHIP AFFECTED YOUR WORK?
Disappointing □ 1 □ 2 □ 3 □ 4 □ 5 Exceptional

HOW MUCH DO YOU FEEL YOU HAVE GROWN AS A RESULT OF THESE (90 DAYS OF TRAINING?)
Disappointing □ 1 □ 2 □ 3 □ 4 □ 5 Exceptional

DO YOU FEEL THE TRAINING YOU RECEIVED WAS INFORMATIVE?
□ Yes | □ No

DO YOU FEEL VALUED AT WORK?
□ Yes | □ No

WHY OR WHY NOT?

WHAT'S ONE THING WE COULD HAVE DONE DIFFERENTLY TO IMPROVE YOUR TRAINING EXPERIENCE IN THESE LAST 30 DAYS OF TRAINING?

WHAT IS THE BIGGEST CHALLENGE YOU'VE FACED SO FAR?

IS THERE ANYTHING YOU WISH YOU HAD BEEN TOLD?

Please share any additional comments or suggestions.

29
Campus Resources

Prevent the pass-off! There are many different resources available on campus available for students, faculty, and staff. This is a quick reference guide listing those resources so each supervisor can easily direct other employees to the correct information or location in order to resolve their problem.

UWG Online has an online knowledge base and online success tools to find helpful resources as well as the resources below.

Momentum Center
westga.edu/momentum-center, 678-839-6140

From enrollment services to advisers, from financial aid to billing and payment specialists, from accessibility services to career services, the center has solutions to most any need and answer to any question a student may have. The Momentum Center offers these services to students in one place instead of having to visit many different departments on campus.

The Momentum can provide assistance in-person or email job aid information for the following:

- How to update personal information
- How to sign in to OneLogin
- How to view your Wolf Watch
- How to view your holds
- How to apply for graduation

The Momentum Center can NOT assist with:

- Housing and Residence Life and Lock Out Charges – First Floor of East Commons
- ITS assistance – Library First Floor (SITS)
- BankMobile – Auxiliary Services
- Meal plans – Auxiliary Services
- Student ID’s – Auxiliary Services

The Momentum Center can provide assistance in-person from the Front Desk, over the phone, or through the chat bot on the Momentum Center website for the following services:

Academic Transition Programs

- Questions about First-Year Seminar (XIDS courses)
- Help with CourseDen
- Transfer student support
• Help to find academic support resources

**Advising**

• Help with declaring a major
• Help build your schedule
• Help with adding/dropping/withdrawing from a course
• Discussions about how to graduate on time

**Center for Academic Success**

• Peer tutoring
• Academic coaching
• Drop-in tutoring
• Supplemental instruction
• Organizations can schedule interactive workshops on topics they request
• Helps students with study tips

**Computer Lab Help**

• Navigating banweb
• Class registration
• Printing your schedule
• Ordering a transcript
• Accepting loans
• Uploading financial aid documents
• Printing your bill

**Financial Aid**

• Help with FAFSA verification questions
• Questions about loans, scholarships, and grants
• Help understanding Federal Work-Study eligibility

**Registrar**

• Help with class registration
• Discussing enrollment dates and deadlines
• Making a transcript request
• Help to submit a FERPA
• Help to request a Certification of Enrollment
Student Account and Billing Services

- Questions about tuition, fees, and charges
- Questions about refunds
- Questions about short term loans
- Help printing your student bill or locating it in Banweb
- Takes electronic payments for student balances (cash and checks payments taken at the Bursar’s office in Aycock Hall)

UWG Cares

[westga.edu/campus-life/uwg-cares/](westga.edu/campus-life/uwg-cares/)

If you or someone you know is in a distressing situation, support is available for you through UWG Cares. You will find helpful resources on a variety of issues including:
- Safety concerns (personal or for the welfare of someone in the UWG community)
- Medical concerns
- Multicultural, psychological, and personal issues
- Interpersonal conflict both in workplace and amongst students

Accessibility Services

[westga.edu/student-services/counseling/accessibility-services](westga.edu/student-services/counseling/accessibility-services), 678-839-6428, Row Hall 123

College of Art, Culture, and Scientific Inquiry (CACSI)

[westga.edu/academics/art-culture-science](westga.edu/academics/art-culture-science), TLC 3226, 678-839-5450

Department of Anthropology, Psychology, and Sociology

[westga.edu/academics/art-culture-science/anthro-psych-soc](westga.edu/academics/art-culture-science/anthro-psych-soc), Melson Hall 123C, 678-839-6505

Department of Art, History, and Philosophy

[westga.edu/academics/art-culture-science/art-history-philosophy](westga.edu/academics/art-culture-science/art-history-philosophy), Gunn Hall B101, 678-839-6521

Department of English, Film, Languages, and Performing Arts

[westga.edu/academics/art-culture-science/english-film-lang-arts](westga.edu/academics/art-culture-science/english-film-lang-arts), Martha Munro 204A, 678-839-4700
Department of Computing and Mathematics
westga.edu/cam, TLC 2200, 678-839-6485

Department of Natural Sciences
westga.edu/academics/art-culture-science/natural-sciences, Callaway Annex 148, 678-839-6479

Biology
westga.edu/biology, Biology Building, 678-839-6547

Chemistry
westga.edu/chemistry, TLC Room 2122, 678-839-6024

Geography
westga.edu/geography, Callaway Building Room 148, 678-839-6479

Geology
westga.edu/geology, Callaway Room 152, 678-839-4055

Physics
westga.edu/physics, Boyd Building - Room 208, 678-839-6485

College of Education
westga.edu/academics/education, College of Education Ed Center, 678-839-6570

Department of Educational Technology and Foundations
westga.edu/academics/education/etf, 678-839-5259

Literacy and Special Education
westga.edu/academics/education/lse, 678-839-6179

Department of Sport Management, Wellness, and Physical Education
westga.edu/academics/education/smwpe, 678-839-6530
Counseling, Higher Education, and Speech-Language Pathology
westga.edu/academics/education/cspc, 678-839-6567

Leadership, Research, and School Improvement
westga.edu/academics/education/lrsi, 678-839-2463

Early Childhood through Secondary Education
westga.edu/academics/education/ecse, 678-839-6559

Richards College of Business
westga.edu/academics/business, Roy Richards Sr. Hall, 678-839-6467

Accounting & Finance
westga.edu/academics/business/accounting-finance, 678-839-4810

Department of Economics
westga.edu/academics/business/economics, 678-839-4770

Management and Management Information Systems (MIS)
westga.edu/academics/business/management, 678-839-4824

Marketing
westga.edu/academics/business/marketing, 678-839-5019

University College
westga.edu/academics/university-college, TLC 3234, 678-839-4948

Department of General Education
westga.edu/academics/university-college/general-education, TLC 3103, 678-839-5348

Center for Interdisciplinary Studies
westga.edu/academics/university-college/ids, Callaway 253, 678-839-4070
Department of Student Success
westga.edu/academics/university-college/student-success, University Community Center, 678-839-6280

Department of Civic Engagement and Public Service
westga.edu/academics/university-college/civic-engagement-public-service, Pafford 240, 678-839-5199

Civic Impact and Leadership
westga.edu/academics/university-college/civic_impact_and_leadership,

Department of Multicultural Achievement
westga.edu/academics/university-college/dma, Row Hall East Wing, 678-839-5400

University College Dean's Office
westga.edu/academics/university-college/university-college-deans-office, TLC 3231, 678-839-5190

Tanner Health System School of Nursing
westga.edu/academics/nursing, School of Nursing Building, 678-839-6552

Honors College
westga.edu/academics/honors, Wagner Honors House, 678-839-6636

Graduate School
westga.edu/academics/gradstudies, Mandeville Hall, 678-839-1394

UWG Newnan
westga.edu/newnan, UWG Newnan Center,

School of Communication, Film, and Media
westga.edu/academics/scfm, Miller Hall 2301, 678-839-6518
Office of the President
westga.edu/president, Sanford Hall, 678-839-6442

Academic Affairs
westga.edu/administration/provost, 678) 839-6445

Administrative Services
westga.edu/administration/administrative-services.

Campus Planning & Facilities
westga.edu/administration/business-and-finance/cpf, Facilities Complex, 678-839-6385

Emergency Management
westga.edu/emergency-management, Row Hall 302, 678-839-3097

Human Resources
westga.edu/hr, Aycock 112, 678-839-6403

Information Technology Services
westga.edu/its, Cobb Hall 2nd Floor, 678-839-6587

Business and Financial Services
westga.edu/administration/business-and-finance, Aycock Hall, 678-839-6410

Student Affairs & Enrollment Management
westga.edu/administration/vpsa, Campus Center Suite 200, 678-839-6423

Admissions
westga.edu/undergraduate-admissions, Murphy Building, 678-839-5600

Career Services
westga.edu/student-services/careerservices, Row Hall West Wing, 3rd floor, 678-839-6431
Center for Adult Learners and Veterans
westga.edu/student-services/calv, Parker Hall 1st Floor, 678-839-5210

Center for Student Involvement and Inclusion
westga.edu/campus-life/csii, Campus Center Room 123, 678-839-6526

Counseling Center
westga.edu/student-services/counseling, Row Hall RM 123, 678-839-6428

Enrollment Services Center
westga.edu/student-services/enrollment-services, Momentum Center, 678-839-6140

New Student Programs
westga.edu/campus-life/nsp, Murphy Building, 678-839-4739

Health Services
westga.edu/student-services/health, Student Health Center, 678-839-6452

Housing and Residence Life
westga.edu/campus-life/housing, Bottom Floor East Commons, 678-839-6426

International Student Admissions & Programs
westga.edu/isap, Mandeville Hall, 678-839-4780

Office of Community Standards
westga.edu/administration/vpsa/ocs, Strozier Hall 211, 678-839-2466

University Recreation
westga.edu/campus-life/urec, Campus Center, 678-839-5500

University Advancement
westga.edu/administration/vpua, Alumni House, 678-839-6447
Academic Testing Center
westga.edu/academics/academic-support/testing, Strozier Complex, 678-839-6435

Office of the University Ombuds
westga.edu/ombuds, 218 Strozier Hall, 678-839-4165

Appendix

Manager Tools:

OHR Performance Management Checklist for Managers (How to conduct a performance review)
Strategic Plan
Divisional/Departmental Structure
Alarm Code
Access Control
UPD
Wolf Card Office
DevelopWest
Mentors
Tailoring the Student Experience Guide
Student Employee Advancement Guide
Certificate of Completion

Employee Tools:

Campus Resources
About UWG
OneLogin Job Aid
Departments & Offices Directory
Setting Goals Student Exercise
Creating a SMART Goal
Color Personality Test
Student Program Evaluation
Student Employee Evaluation Form